

FIGURE 3.2 *The Sheltered Instruction Observation Protocol (SIOP)*

Observer: _____	Teacher: _____
Date: _____	School: _____
Grade: _____	ESL level: _____
Class: _____	Lesson: Multi-day Single-day

  

**I. Preparation**

1. Clearly defined *content objectives* for students
2. Clearly defined *language objectives* for students
3. *Content concepts* appropriate for age and educational background level of students
4. *Supplementary materials* used to a high degree, making the lesson clear and meaningful (graphs, models, visuals)
5. *Adaptation of content* (e.g., text, assignment) to all levels of student proficiency
6. *Meaningful activities* that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking

**II. Instruction**

**(1) Building Background**

7. *Concepts explicitly linked* to students' background experiences
8. *Links explicitly made* between past learning and new concepts
9. *Key vocabulary emphasized* (e.g., introduced, written, repeated, and highlighted for students to see)

**(2) Comprehensible**

10. *Speech* appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
11. *Explanation* of academic tasks clear
12. Uses a variety of *techniques* to make content concepts clear (e.g., modeling, visuals, hands-on activities demonstrations, gestures, body language)

**(3) Strategies**

13. Provides ample opportunities for student to use *strategies*
14. Consistent use of *scaffolding* techniques throughout lesson, assisting and supporting student understanding such as think
15. Teacher uses a variety of *question types* throughout the lesson including those that promote higher-order thinking skills

throughout the lesson (e.g., literal, analytical, and interpretive questions)

**(4) Interaction**

16. Frequent opportunities for *interactions* and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
17. *Grouping configurations* support language and content objectives of the lesson
18. Consistently provides sufficient *wait time* for student response
19. Ample opportunities for students to *clarify key concepts in L1*

**(5) Practice/Application**

20. Provides *hands-on* materials and/or manipulatives for students to practice using new content knowledge
21. Provides activities for students to *apply content and language knowledge* in the classroom
22. Uses activities that integrate all *language skills* (i.e., reading, writing, listening, and speaking)

**(6) Lesson Delivery**

23. *Content objectives* clearly supported by lesson delivery
24. *Language objectives* clearly supported by lesson delivery
25. *Students engaged* approximately 90–100% of the period
26. *Pacing* of the lesson appropriate to the students' ability level

**III. Review/Assessment**

27. Comprehensive *review* of key vocabulary
28. Comprehensive *review* of key content concepts
29. Regularly provides *feedback* to students on their output (e.g., language, content, work)
30. Conducts *assessment* of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson